the basis of educational age rather than chronological age, and a properly differentiated curriculum.

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## SUNDAY AT COLLEGE

THE *Harkness Hoot,* the most provocative of college magazines, which invented the term "girder Gothic" for the current gargoylism of college architecture, has turned its attention to the college Sunday and the week-end exodus from all campuses, great and small. Its suggestions are picturesque—a brass band morning concert (we hope with little tables) in the quadrangle, church services with some ritual and pomp to them, visiting speakers who can lift the undergraduate mind from its week-day rut, orchestral music, and in general enough excitement to induce by Sunday evening a much needed weekly rest. It does not, one admits, sound like a Cambridge or a New Haven Sunday, and has little resemblance to Herbert's—

> Sweet day, so cool, so calm, so bright!
> The bridal of the earth and sky.

Yet the picture is not without its attractions, although a brass band in the morning would probably get crockery instead of clapping from the dormitory windows.

The writer of the article in question is gently ironical; even so, he seems to betray some of that dependence of moderns upon noise and rapid movement which psychologists are noting. Can academic dullness be cured by doses of metropolitanism? If the English biographies and studies of Victorianism now appearing are to be trusted, it was certainly not dull in Oxford or Cambridge of the '60s, '70s, and '80s, even on Sundays. Was the reason perhaps the presence of the Victorian don, whose disappearance Mr. Benson and Mr. Wingfield-Stratford and Lord Balfour have all lately deplored?

They were great scholars, some of those dons, and some were not. They were great men, nationally distinguished some of them (Lewis Carroll, Walter Pater, Matthew Arnold, Benjamin Jowett), and some of them were great men but only local celebrities. It would be difficult to fit them with a general description, for they were individual to eccentricity, and Benson in his "As We Were" records almost unbelievable episodes. Yet they had certain traits in common, one of which was a confident assurance in the worth of the intellectual life and the dignity of their profession. They were not to be classified as we classify today—as classicists, chemists, professors of English—but rather as Influences, prejudiced often, pervasive always, sincere, and powerful.

The success of the rusty and often anachronistic educational program of the Victorian period, with its slipshod methods, and blind narrowness, was due, it would seem, almost entirely to these men. They were an educational experience in themselves.

We have such men now, but there is a widespread feeling that, when they are in the universities, they are overburdened by executive work, kept aloof on lecture platforms, or driven into the solitude of research work. It would be more accurate to say that the American desire to educate everybody has made the teacher a slave to his mark book, while the demand for specialization has sharpened the scholar into a keen but exceedingly narrow instrument, which blunts if used for anything but the most specialized operation. Yet the great classicists of the Victorian age dealt in a specialty which could be and often was of a narrowness beside which physics or romance literature seems broad. No, there are other explanations for the dearth of intellectual personalities, one of which may well be that decay of responsibility for life seen steadily, to quote a Victorian don, and seen whole, which began when our col-

leges went mechanistic at the end of the nineteenth century. A further explanation may be a matter of geography. The Victorian don was a housemate of the undergraduate; he was a presence to a family group, if not always accessible. He was not "the physics prof," but a personality, who lived where he could be seen, and talked where he could be heard.

Perhaps the new house plan which Harvard and Yale are inaugurating will give opportunities for the old kind of contact, and the opportunities will breed or seize upon the men that can use them. It may be that President Hutchins of Chicago is proposing more than an educational simplification when he states that the undergraduate shall come to Chicago, not for four years, but for an education, and be granted a degree when he can prove that he is educated. Men of strong personality, self-confident, and able and willing to make their views prevail against philistines and barbarians, have not been attracted to the American college in recent years. Many, fortunately, have been drafted and held there. They are needed, particularly when they are specialists in life as well as scholars in a narrower field. Our prescription for the college Sunday and the college weekday also, would be a liberal dosage of men of the type of the lost Victorian dons.

—*Saturday Review of Literature.*

## INTELLIGENCE TESTS AT HORACE MANN SCHOOL NEW YORK

HORACE MANN School, New York City, has *not* abandoned the use of intelligence tests, many newspaper reports to the contrary notwithstanding. The section of the principal's annual report dealing with the school's changed policy in this regard was widely misinterpreted in the press. Headlines particularly created the impression that intelligence tests as such had been discredited by the school which had been one of their foremost exponents.

In response to an inquiry from the *News,* Dr. Rolla G. Reynolds, principal of Horace Mann School, explained that while every child in the school is still given an individual Binet test, the school has discontinued the practice of grouping children on the basis of abstract mental ability as measured by such testing. And though this announcement is considerably less sensational than the press reports, it is of real interest that Horace Mann has definitely retreated from its position among the pioneers in "homogeneous grouping."

"The by-products of the 'advanced,' 'normal,' and 'slow' grouping method seemed to the staff of the school to be evil," says Dr. Reynolds. "Either children develop an inferiority complex, or if they are in the 'advanced' group a type of intellectual snobbery which is harmful. Parents through a mistaken sense of family pride make every effort to have children put into 'advanced' groups without consideration of the real welfare of the child. Even teachers develop jealousies and antagonisms on account of this method of grouping.

"I should like to state strongly that the Horace Mann School *does* believe in the use of intelligence tests for certain purposes and every child in the Horace Mann School is given such a test; however, every effort is made to interpret the results of these tests sanely and to realize that at best they are subject to error in giving."

Under the present system of grouping, each grade in the school has three sections. Before the personnel of these sections is decided upon, each child is ranked on the basis of three measures. First of these is the intelligence quotient, which is weighted at one in the final computation; second is the judgment of the teacher as to the child's ability to do work in the next grade, which is weighted at three; lastly, the results of